

Memorial For Stephen Rosenholtz

January 24, 2026

Welcome to this memorial for Steve Rosenholtz, an opportunity to mourn his passing, to pay our respects to this remarkable person, and to celebrate his life. You can see here that he has touched many lives.

Steve was a person of opposites.

He was in some ways very private, but a lot of people were important to him.

He cared about people more than concepts, but he was also a keen thinker.

He knew sorrow and tragedy, but retained his own sense of humor.

His humor was irreverent, but he also lived with integrity.

He followed his own path, but he was also a perceptive observer.

He left us too soon, but he also lived a good, intentional, and satisfying life.

I want to show a few pictures that may give a clearer sense of Steve and his family, and to connect young Steve with older Steve.

Sadie and Morris Rosenholtz



Here are Steve's paternal grandparents, my great-grandparents, Sadie and Morris. By all accounts, Morris was a very sweet person, while Sadie was formidable, the matriarch of the family.

Sadie and Morris's five children:
Joe, Ruth, Bill, Irv, and Sid



They lived in New York and had five children. In the middle is Bill, Steve's father; to his left is Ruth, my mother's mother.

Bill with saxophone



Many people in the family were musical; here's Bill with one of the many instruments that he played. When Steve was a kid, they used to march around the house playing all kinds of instruments, from clarinets to pots and pans. Music was a large and fun part of his life from the beginning.

Bill and Florence



Bill met Florence—the other side of Steve’s family—some time during the war. When Bill and Florence moved from New York to California, my mother was sad. Bill was her favorite uncle, and it’s said that she was his favorite niece. California was so far away that she thought she would rarely get to see him.

Susie and Steve, 3 ½ years old



Here are the twins Susie and Steve in sunny California, where they were born.

The Rosenholtzes in Tijuana, 1955



Here's an example of their adventures out west: a trip to Mexico. This may have been Steve's first time in Mexico, and he returned there frequently for the rest of his life.

Steve and friends in Mexico



Here's a photo of Steve and friends in Mexico some years later: Marilupe and Jose (who are with us by Zoom), with their daughter Irene and son Jose Pablo, who are with us right here. Over the years Steve held a large number of Feldenkrais workshops in Mexico, and that was in part because of the friendship and hospitality of this family.

Susie and Steve's B'nai
Mitzvah



Back to a few years earlier. Steve and Susie had a combined Bar Mitzvah/Bat Mitzvah, a B'nai Mitzvah. By this time, my family had moved to California as well, and my mother was glad to be once again living close to Bill and his family.

Susie and Steve's B'nai Mitzvah



We were able to join them for this occasion. Here I am with my younger brother, Rich, and my older sister, Mara, who is here on Zoom, as well as our mother (behind Mara) and our father (on the far right). Everyone else is from Florence's side of the family, and we're going to hear from some of them today.

Although we were only indirectly related to Florence's family, we were welcomed by them over the years. At the get togethers, Bill always greeted us with a big smile and a burst of warmth and enthusiasm.

Even better, Steve would come sleep over at our house from time to time. Even though he was my first cousin once removed, he was only seven years older than I was. I was so excited that this special cousin was sleeping over that I would keep exclaiming, "You're my pal! You're my pal, hunh!" In some ways this attitude toward our relationship didn't change a lot as we grew up.

Susie and Steve collaborate

CLASSROOM ORGANIZATION AND THE PERCEPTION OF ABILITY*

SUSAN J. ROSENHOLTZ
STEPHEN H. ROSENHOLTZ
Stanford University

Sociology of Education 1981, Vol. 54 (April):132-140

In this paper we test the idea that organization of classroom instruction shapes student and teacher perceptions of ability by offering or constricting opportunities to construct performance interpretations. We identify a cluster of instructional characteristics hypothesized to produce variation in perceived ability stratification and in the relative influence of classroom actors' evaluations upon each other in the formation of ability perceptions.

Comparing classroom actors who were surveyed from seven "multidimensional" and eight "unidimensional" instructional organizations, we find significant differences in the dispersion of ability evaluations by teacher, classmates and self. Further, the relative influence of teacher evaluations on classmates' perceptions and teacher and classmates' evaluations on self perception in part depends upon the organization of instruction.

Self-evaluation of ability, a term used to refer to a person's image of their own capabilities, has frequently been found to be related to various dimensions of

classroom organization. The pattern of these findings, however, is inconsistent and often contradictory. When homogeneous and heterogeneous grouping practices within classrooms are compared, for example, some studies find no difference in students' self-evaluation; some studies find homogeneous grouping enhances self-evaluation; and some studies find the opposite (for reviews, see Gallager and Ragge, 1966; Passow, 1962). Comparing the effects of open and traditional classrooms on self-perception, a similarly inconclusive pattern of results is reported (Horwitz, 1979).

The inconsistency in results, we believe, is part of a single underlying problem: for most classroom effects studies, there is no convincing theory to support

* This paper was written while the first author was a NIMH Post-doctoral Scholar in the Department of Sociology, Stanford University (Grant No. 5-T32-MH14243-04). The authors thank Joan Talbert for her assistance with the data analysis, and Carl Simpson and an anonymous reviewer for their helpful comments on an earlier draft of this manuscript. Address correspondence to Dr. Susan J. Rosenholtz, Department of Sociology, Stanford University, Stanford, CA 94305.

EDITOR'S NOTE: This and the preceding paper were submitted and reviewed independently. However, because of their obvious relevance to each other, the authors were informed of the coincidence, and the final versions of the papers have thus taken their joint publication into account.

This content downloaded from
24.7.77.251 on Sun, 07 Dec 2025 01:21:26 UTC
All use subject to <https://about.jstor.org/terms>

As adults Susie and Steve continued to be close. Here's a paper they co-authored in education, which they both studied at Stanford. Steve felt some skepticism, though, about the abstract, theoretical bent of some of the work in education. He turned toward a kind of education that would help people in more direct, tangible, physical, and personal ways.

Steve with Moshe Feldenkrais



He had become intrigued with the Feldenkrais Method and devoted his career to it; here he is working with Moshe Feldenkrais himself.

Steve and a friend



Here's Steve during his studies of anatomy. Notice that the skeleton is not much skinnier than Steve was. Steve had been skinny as a teenager, and the adults would whisper that it was because Steve spent so much time in the pool halls that he wasn't home enough to eat his mother's fine meals. I suspect that the time in the pool halls was well spent, and contributed to his skill in empathizing and communicating with people from a wide range of cultures and walks of life.

Steve and family at
Shaull's wedding, 2015



I want to include a picture of Steve's son in Israel, Shaull, at his wedding with Tali, and mention his grandsons Ohad and Ofer. They've joined us today on Zoom.

Steve and Betty



Here is Steve in one of his favorite places, with his close friend Betty, who has flown from Texas to be here, and who will shortly tell you more about Steve.

Steve's *Move Like the Animals* in five languages



Finally, here's a shot of the covers of one of Steve's creations, *Move Like the Animals*, which contains not only Steve's text but also his music and his inventive approach to teaching and working with the body. Steve gave workshops in all of these countries, and was comfortable giving them in all of these languages. I once expressed my admiration for his skill with languages, and...

Steve's *Move Like the Animals* in five languages

Steve: "I'm not afraid to make mistakes, so I can learn anything."



His response was "I'm not afraid to make mistakes, so I can learn anything." He was speaking about languages, and much more besides.

Closing Comments (1)

Thank you for being here, in person or by zoom; thank you for speaking, and thank you for being part of Steve's life.

I also want to thank Bob Bachrach for hosting this memorial and doing so much to make it happen.

Closing Comments (2)

I want to close with words by Walt Whitman, from the end of his *Song of Myself*:

I bequeath myself to the dirt to grow from the grass I love,
If you want me again look for me under your boot-soles.

You will hardly know who I am or what I mean,
But I shall be good health to you nevertheless,
And filter and fibre your blood.

Failing to fetch me at first keep encouraged,
Missing me one place search another,
I stop somewhere waiting for you.